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# THE VIRGINIA TEACHER

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April, 1925



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## THE PSYCHOLOGY OF GEOGRAPHY TEACHING

J. RUSSELL SMITH

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## TEXTBOOKS vs. TEACHING

H. AUGUSTUS MILLER

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## THE WORLD COURT

JOHN N. McILWRAITH

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# THE VIRGINIA TEACHER

VOLUME VI

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## THE PSYCHOLOGY OF TEACHING GEOGRAPHY

[Readers of "Geography and the Higher Citizenship" in THE VIRGINIA TEACHER for March will recall that it set forth two tasks of this study: "To teach the facts of geography, and to encourage an attitude of mind."]

IF THIS attitude of mind is to contribute to a better understanding between peoples, both its content and its method of presentation are of the utmost importance. Let us define geography as the study of relationships between the earth and the life that dwells upon it. As we begin to ponder on this definition we at once see that it is necessary to know both the earth and the life upon the earth. The subject is so vast that the moment we begin to think about it we feel the need of subdivisions. The earth part falls easily into the three grand divisions of earth, water, and air.

The life part suggests such subdivisions as plants and animals, and among the animals we want to single out man for special treatment—human geography (anthropogeography).

In human geography we at once see economic geography, physical geography, political geography, and many other types of geography looming up as still further subdivisions.

If we think of political geography for a moment, we shall see that we need some history in order to understand it. Geography is indeed a wide-reaching subject. Of all subjects in the curriculum it especially needs to be well organized on good principles of pedagogy. Lacking these, it has been in times past a chaos of facts which could be acquired only by dreaded memory exercises.

This article attempts to emphasize two major improvements that have been made in methods of presenting geography so that better results may follow a given amount of effort. These two improvements in teaching are (1) the use of the psychological method of arrangement rather than the logical, and (2) the concrete method of teaching the principles of geography.

### THE WIDE RANGE OF GEOGRAPHIC MATERIAL

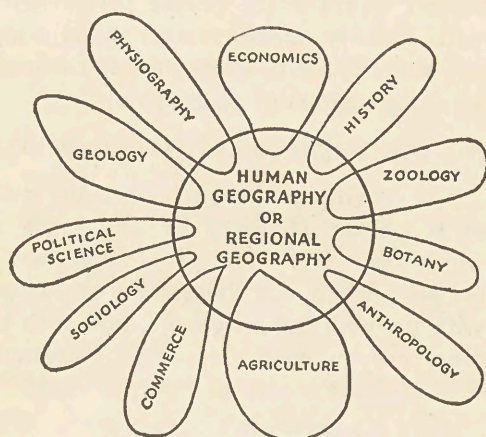
The geography of the schools is the study of people as influenced by the lands in which they live. The geography class is the place where our children get acquainted with us, with our neighbors, and with the other peoples upon the earth. Geography thus becomes a task of interpretation.

Here is a people in a certain place. What influence does this place have on these people? Before we can answer that question we must know many things about the kind of place it is. Is the land surface hilly or level? Is its altitude high or low, its soil sand or loam or clay; deep or shallow; stony or smooth, rich or poor? Is the weather hot or cold, changeable or constant? What about the rain? Is there much, making the soil too wet for agriculture, or is there too little, making a desert which requires irrigation, or is the amount of moisture just right for farming or for grazing? When does this rain fall—in winter, summer, or all the year? Is the amount dependable or are there droughts? Is it a land of forests or of grassland? What crops can grow? Does it have water power or coal, oil, or other minerals? Are there manufactures? Is there much trade? This list of geographic factors or elements might be extended, and each of them will be found



at times to be a factor controlling man in some particular place.

It is plain that the geographer explaining men in a place needs to use some of the facts from many other subjects and sciences. Because of this fact some persons have at times claimed that geography was not a real subject at all. This fact of relationship and also the fact that geography has territory of its own is perhaps best shown if we examine the accompanying diagram.<sup>1</sup>



The geographer explaining the relationships between men and their environment takes contributions from many sciences *but he takes the whole of no science*. House building is not a branch of mathematics because the architect and the builder happen to use some arithmetic and geometry in making house plans.

The work of the geographer may be likened to that of a builder who uses lime, sand, cement, stone, brick, boards, shingles, glass, paper, pipe, nails, wire, and other things, but the house he builds is not exclusively any one of these many things. It is of itself an entity, though many diverse

materials have been used to make it. Similarly, the geographer builds his own independent structure, using the materials from many subjects and sciences.

Since geography takes contributions from so many other subjects and sciences, it is plain that to some extent at least these subjects and sciences must be understood by the teacher and by the student before use can be made of them. This means that something of all these subjects must be taught. How shall this be done? There are two ways—the logical and the psychological.

*A. The Logical.* This is a systematic method, the German method. Realizing the necessity of all these things, the logical method deliberately starts out to teach all the elements first and upon this complete systematic and logical foundation it proceeds to rear the completed structure of geography.

If I were the dictator of an amply financed graduate school for the training of professional geographers and if I had students with insufficient courage to stand for it, I would use the logical method for post-graduate instruction. That, indeed, is the way a medical school works out the problem. Foundations in anatomy, physiology, chemistry, and other subjects are systematically laid as a beginning. The practice of medicine comes later. By this plan the systematically instructed student of geography would begin with climatology, oceanography, plant geography, animal geography, anthropology, history, economics, statistics (that he might be able to use his material). After this preparation he would be ready for economic geography, regional geography, political geography and the solution of special problems of a geographic nature. I believe this system to be highly desirable for the mature minds of the graduate school. Unfortunately, no American university has yet gone very far to attain so thorough a program.

<sup>1</sup>For discussion of this type of diagram in relation to the subject of geography see Presidential Address of Professor Nevin M. Fenneman, University of Cincinnati, before the Association of American Geographers, *Annals of the Association*, 1919. See also, "Inheriting this Earth," O. D. Von Englen.



Meantime the authors of geographies have been making college texts and high school texts on that logical plan for the last thirty years. Many of these books have been in three parts, the first and second parts dealing with general principles and introductory material and the third part with their application in regional geography. A classic example of this is the monumental book, "Handbook of Commercial Geography," by my dear friend Chisholm. This much-copied book is now in its 9th excellent edition, and still its author closely follows the original German model by Scherzer.

The logical method tries to use the mind as a cold storage plant, but unfortunately it cannot lock the material in, and therefore many of the facts, because they are unrelated, have been forgotten by the time they are needed. The logical method must depend primarily upon sheer memory work—bald, unaided memory, like the multiplication table, or like that other agony, the declination of a foreign verb.

The general ideas which are taught in the preliminary sciences must be made to function or they are worthless. To function they must be related to something when they are first presented—not stuck into the mind to wait months for the day of use. This is the secret of the success of the psychological as compared to the logical method of teaching the principles of geography.

B. *The Psychological Method* might also be called the applied-science method. Instead of teaching general principles as introductory material to be on hand when wanted, it teaches the principles *in connection with some particular part of the earth or with some human activity which needs to be explained as a part of the general work of the book*. This explanation takes advantage of the principle of association, the secret of easy memory. Once this norm or principle or type is thoroughly established in the child's mind it can be used over and over again in explaining new but sim-

ilar situations. This is effective teaching, passing from the known to the unknown.

This psychological method has been used for nearly a decade in the most widely used college and high school geography texts in America. If it has succeeded in these age groups, there is certainly no reason why it is not the most desirable method for the elementary geography.

In addition to the above mentioned advantage of greater effectiveness of method, there is yet another gain. Time is saved. Instead of teaching a thing ineffectively twice, there is time for one thorough presentation and for frequent effective reviews through comparison.

#### *The concrete method of teaching abstract principles*

The applied-science or psychological method combines admirably with the concrete method of teaching principles and abstract ideas.

The use of the concrete, the story, or the parable in elementary geography is practical because it takes advantage of the way the human mind, especially the child's mind, works. An abstract idea is usually nothing at all in our mind until we can give it specific form. Therefore, the way to get the abstract idea into the mind is to get it there in the concrete form first—the story to prove a point.

The Curtis Publishing Company has made use of this piece of psychology in building up its stupendously successful journals. Twelve years ago that company, after succeeding with *The Saturday Evening Post* and *The Ladies' Home Journal*, bought an old paper called *The Country Gentleman*. The paper then had about 25,000 subscribers. It now has nearly a million. The editor in discussing a series of articles which I was to write for his paper said: "Mr. Smith, perhaps you think it cannot be done, but every principle of agriculture can be told around the story of a man. Find the man who is applying it.



Get his story. Tell it and by that means bring out the principle."

The paper that adopted the policy of presenting general principles in terms of the concrete has gained more than 200 subscribers a day for the last dozen years. It is the same kind of wisdom that is embedded in those parables of Scripture that we remember most easily. Abraham Lincoln was eternally telling stories with a point, and surely he won a great hold on the minds of average Americans.

As with the principles of religion or the principles of agriculture, so with the principles of geography. They are best taught in terms of the geography of human life. Moreover, this approach will appeal to that intellectual interest most universal in all mankind—the interest in people. This is the interest behind the story-teller at the nomad camp fire, the movie audience in our crowded cities, and the glittering society circle at the Metropolitan Opera House. The geography that shows the earth as the home of people essentially like ourselves except as modified by geographic environment and racial inheritance will tend to make the whole world kin. Through them abstract ideas can be made clear.

This method can best be shown by examples, and for that purpose I have chosen four:

1. Trade and transportation are very important as a part of the life of peoples. Or to put it in the words of a well known text for beginners, "Any country that has not advanced far usually has very poor roads." If you read that abstract fact to a normal boy he will probably count the marbles in his pocket and look past you out the window, and the girls will fix their hair. Then try the idea in another way. Tell them about the daily life, the work and play of the Indians or the Eskimos; help the pupils to feel the effort of peoples who live with little or no trade and who therefore must make their own things or do without the things. Then let the class compare the life

of these peoples with our own life. Every phase of the contrast will show how large a part commercial intercourse with other peoples plays in our complex civilization. The children will forget their marbles and their hair. Thus you can make them understand and remember that trade and transportation are very important in the life of peoples. You can even make them feel it, and man is above all an emotional creature, a creature who feels before he acts.

At the same time that you have been teaching this piece of fundamental economic geography about *trade* and *transportation*, you have been telling *how the Indians live*, *how the Eskimos live*, and *what kind of countries* each of these peoples inhabit. Yet more, you have at the same time also been teaching *how the country which these people inhabit influences their daily lives* and hence their thought and even their *government*.

It is easy to explain tribal government when you have these scattered groups of sparse populations so clearly laid out in their setting. This is the best way to show the difference between tribal government and our own fixed and formal government with its policemen, roads, schools, magistrates, and courts.

2. Nomads are people who move from place to place and usually live in tents. Stated in this brief form this piece of information at once demands explanation. Does it happen because of the whim of some people who like tents better than houses, and moving better than fixity? Each year a certain portion of college freshmen assure me that Arabs are nomads *because it is their nature to be so*.

A study of the environment of the desert's edge gives quite another reason. Theirs is a land of scanty rain, a land too dry for the farm, and producing only scattered grass in wide areas where water holes are far apart. Since man cannot eat grass, his only chance for life is to depend upon the animals that can eat grass—flocks. The



flocks must move to where there is water and grass, so since the flocks move, the man who must live upon the flocks must move also. Around this fact of an industry which arises from the base fact of environment and exists over vast areas of the earth's surface a whole society is built and incidentally a great class of humanity and a clear cut type of society are also explained.

3. One of the fundamental principles of geography might be stated as follows: "Water absorbs heat slowly and absorbs a great deal of it. Water also gives heat out slowly, and for these reasons ocean currents flowing from cold seas cool the climate of places to which they flow and conversely warm currents flowing from warm seas warm the climate of places to which they flow." Or, in the words of a popular grammar school textbook, "Where the wind blows steadily, as in the trade wind belts, there is a permanent drift of water in the direction of the prevailing winds. In this way a great system of ocean currents is formed. These have an important influence on the temperature of the earth." This piece of information needs to be illustrated before it becomes clear. Shall it be taught some day, any day indeed, all by itself with no examples, no significance pointed out? That is the strictly logical way to do it. Another way is to save this piece of pure science until you study West Europe, especially the United Kingdom. Here we have at hand the illuminating fact (perhaps you want to call it a problem) of two profoundly different countries facing each other in similar latitudes across the Atlantic Ocean. Labrador, the cold, the empty, the partially unexplored; England, green with verdure, where sheep pasture on the hills the year round, historic, populous, rich, powerful, the seat of wide reaching empire. Labrador is swept by winds from a cold land and by the ocean current that brings icebergs down from Greenland's icy mountains. England is bathed by the Gulf

Stream drift which flows northwestward from Florida's coral strands, and is swept by winds that blow inland from this warm drift.

By bringing in ocean currents at this place in the presentation of geography the scientific facts of ocean circulation help to explain other facts of the most far-reaching import. That is the psychological rather than the logical, the applied science rather than the systematic science method.

4. Take lumbering. Shall it be told in a little essay up in the front of the book all alone? By no means. In dealing with New England we have a wonderful opportunity to let the lumbering industry explain the highlands of New England, of the Adirondacks or of the Lake Region or the Highlands of Ontario and Quebec or of all of them. In all of these areas the earth's surface is so rough that it is difficult, often impossible, to haul logs over it, but the annual blanket of snow levels it all up. Indeed lumbering is almost a function of winter snow. The sled permits teams or tractors to haul the logs over rocks, stumps, and fallen trash to the stream bank. The melting snow makes freshets that carry the logs down stream to the saw mills and paper mills of the lower courses where the water-wheel furnishes the power to grind the logs to pulp or cut them into planks.

This treatment of the lumber industry permits us to make an understandable presentation of an industry *and at the same time to present the salient facts of a region and show how nicely a climatic (geographic) factor aids an industry.*

In the southern states where there is no cover of snow logging is carried on quite differently, with ox carts and donkey engines using cables. This gives opportunity for comparison with snowclad New England or Michigan.

In the tropic jungle, tied together with creepers, it is extremely difficult and expensive to make roads. Therefore, it costs much to convert trees into lumber and but



little is used. These facts offer fine opportunity for comparison of the way in which forests and climate combine to aid or hinder man in getting out wood. This also shows again the dependence of the lumber industry upon transport.

In conclusion we may say that geography is a complex subject. It is saved from being a chaos when we remember that geography is an interpretation, not merely a mass of facts.

This interpretation is made easier by the use of the applied-science or psychological method which starts with explanation and correlation—the reason why, the soul of memory. This runs naturally into comparison, which is the soul of understanding.

The applied-science method is especially adapted to the use of the actual story of human life. This story method, as a method of teaching the principles of geography, is the soul of interest. It reaches the child and awakens enthusiasm, as a father told me, who wrote that his little girl wanted to stay up late at night to read a new geography book written in this way.

J. RUSSELL SMITH

#### MENCKEN LAYS ON AGAIN

Henry L. Mencken, editor and Professor of Things in General, wields his shillalah with characteristic vigor in the March *American Mercury*. "Pedagogy," he asseverates, "is fast descending to the estate of a childish necromancy." On the basis of evidence gleaned from Dr. Pendleton's *The Social Objectives of School English*, Mencken further states that "some of the worst idiots, even among pedagogues, are among the teachers of English." The gloomy view he takes is not altogether to be wondered at in view of the disclosures made in Dr. Pendleton's study, a review of which is to be found elsewhere in this issue.

## THE PERMANENT COURT OF INTERNATIONAL JUSTICE

**D**URING the past year a growing interest in the World Court has been apparent in the United States, and in the near future the Senate will be called upon to vote on a resolution that would make the United States a member of the Court.

The idea of a World Court is nearly a century old in America. William Ladd, who founded the American Peace Society, published his "Essay on a Congress of Nations" (1840) in which he advocated a congress of ambassadors of all nations and a court composed of the most able citizens to arbitrate or judge such cases as should be brought before it. The congress was to be the legislature, and the court the judiciary in the government of nations. The executive functions of this plan were to be left with public opinion. Various societies in America have given considerable publicity to this plan since its proposal.

At the First Hague Conference in 1899, the American representatives presented a plan for a World Court before the assembled delegates. The American proposal was as follows: "A court to be created by not less than nine sovereign states. One judge to be elected from each state, chosen by a majority of the members of the highest court of that state. A bench of judges, not less than three or more than seven, to be chosen by the tribunal for each case. The states to agree to submit all questions of disagreement between them, except such as 'might relate to their political independence or territorial integrity.' The court to be open to all states and open at all times, and its records to be accessible. . . . This plan was modified into a court of arbitration with a panel of judges from which a special court might be selected for each case."



At the second Hague Conference in 1907, the American delegates were again instructed to work for a permanent tribunal composed of judges who would devote their entire time to the trial of international cases by judicial methods. This conference, however, was unable to agree as to the method of selecting the judges, and the plan did not materialize.

Between 1907 and the World War, the government of the United States made efforts to work out with other principal powers some solution of the problem, but no decision was reached.

When the Conference of Versailles met, peace through the rule of law was the prevailing idea throughout the world. Consequently the time was ripe for action, and provision was made for a Permanent Court of International Justice by the Covenant of the League of Nations, in Article 14, which reads, "The Council shall formulate and submit to the members of the League for adoption plans for the establishment of a Permanent Court of International Justice." The formation of the Court was entrusted to a committee of ten jurists, the United States being represented by Elihu Root. His plan was adopted by the Assembly of the League of Nations, and the Court was created in September, 1921.

The plan provides for a court of fifteen members, eleven judges, and four deputy judges, no two of whom can be from the same country. The place of an absent judge is filled by a deputy judge. When it is not possible to get the full Court of eleven judges, nine constitute a quorum. All questions are to be decided by a majority of the judges.

The committee of ten was again confronted with the problem of a method of selecting judges which would be acceptable to all nations. To Elihu Root goes the credit of solving the problem. Ex-Secretary of State Hughes in a recent speech in New York City says, "If you ask me what I consider to be the crown of his (Root's)

endeavor, I should say it was his skill in cutting through the entanglements which stood in the way of the establishment of a Permanent Court of International Justice. His suggestion as to the method of selecting judges made that Court possible, and this successful endeavor in the interest of international peace through promoting the reign of law will ever enshrine his memory."

Mr. Root proposed that the nations represented in the Permanent Court of International Arbitration should nominate candidates for judges of the Permanent Court of International Justice. Each national group is required to name four candidates, only two of whom may be of its particular nationality. Members of the League of Nations unrepresented in the Permanent Court of Arbitration draw up lists of candidates by means of national groups under the same conditions as those prescribed for members of the Court of Arbitration. These lists of nominees are then laid before the Council and the Assembly of the League of Nations. The final election of judges is made by these two bodies voting separately. The eleven persons receiving the highest number of votes are elected judges and four others are chosen as deputy judges. When the Council and Assembly fail to agree on the election of judges, a conference committee is provided for, to make elections possible. Vacancies which may occur shall be filled by the same method as that laid down for the first election.

The judges are elected for nine years and may be re-elected. They have diplomatic privileges and immunities. The Court elects its president and vice-president for three years and both are eligible for re-election.

The seat of the Court is at the Hague and its sessions begin on June 15 and continue until the cases on the list are completed. The president may summon special meetings when necessary. The expenses of the Court are borne by the League of Nations.



The judges receive a fixed salary of about \$6,000 a year, besides subsistence and traveling expenses aggregating approximately \$6,000 more a year.

According to Article 14 of the Covenant of the League of Nations, "The Court shall be competent to hear and determine any dispute of an international character which the parties thereto submit to it. The Court may also give an advisory opinion upon any dispute or question referred to it by the Council or Assembly." States not members of the League may join the World Court. At the present time there are forty-eight nations in its membership. Only twenty-one of the smaller countries have accepted the optional clause giving the Court compulsory jurisdiction in the following matters:

1. Interpretation of treaty.
2. Any question of international law.
3. The existence of any fact which if established would constitute a breach of an international obligation.
4. The nature or extent of the reparation to be made for the breach of international obligation.

Obviously there is a wide difference in the status of those nations accepting and those refusing this optional clause.

President Harding in February, 1923, proposed American adherence to the protocol establishing the Court with certain reservations suggested by Secretary of State Hughes. The reservations recommended by Mr. Hughes provide that

1. No legal relation be involved in adherence to the protocol.
2. The United States may participate in the election of judges on an equality with other nations.
3. The United States shall pay a fair share of the expenses of the Court.
4. The statutes shall not be amended without the consent of the United States.

Believing that the United States Senate would be opposed to our adopting the op-

tional clause for compulsory jurisdiction, President Harding did not propose that the United States embrace this measure. President Coolidge in his message to Congress in December, 1923, and again in his inaugural address recommended American adhesion to the court with the Hughes reservations.

Opponents of the Court have based their arguments against it largely upon its close relationship to the League of Nations, claiming that our adhesion to the Court is equivalent to our entering the League "by the back door." Judge Cohan in a speech made in 1923 declared, "That the World Court of which they talk is created by the League of Nations is admitted even by Mr. Harding and Mr. Hughes; that anything which is created by another is the creature of that other is a thing concerning which there can be no dispute. The entire plan of the League of Nations as outlined contemplates that the World Court should come into existence. I maintain that it is only a splitting of hairs; that it is flying in the face of fact to say that a World Court constituted in that way is not essentially a part of the League of Nations, of which it is a creation. I maintain that that which is created by another body is necessarily a creature of that body, and in this case the World Court is not only a creature of the League of Nations; is one of the bodies of the League of Nations; is recognized in the plan of the League of Nations as one of its component parts. Because of that, I contend that an entrance into the World Court is necessarily and essentially an entrance into the League of Nations, and any introduction into the League of Nations is an entrance from which we never can extricate ourselves. The World Court is as much to be avoided as the League of Nations."

The position of contenders for the Court is well set forth in a recent editorial published in *The New York Times*. "By a majority of 301 to 28 the House of Rep-



representatives has approved our adherence to the protocol under which the World Court was established. The importance of this cannot be exaggerated. It must now be evident that our high legislative chamber, which the fathers of the Constitution intended to inform and guide public opinion, has persistently obscured and thwarted it.

"For over one hundred years such a court has been the dream and the aspiration of our liberal and far-sighted lovers of peace. Successive Republican Administrations labored to prepare the way—labored largely in vain, yet with an intelligence equaled only by their patience and wisdom. Under a Democratic Administration the organized co-operation among nations was established which alone could afford a permanent basis for the Court, and this led to the discovery of fair and practicable means of electing judges. Still, the Senate found wiredrawn objections, invented them where they did not exist. Almost without exception our foremost ministers of the gospel of peace, the presidents of our leading universities, urged adherence to the Court. Organizations of high and varied character memorialized Congress, from American Legion posts to the Federated Council of Churches and the American Bar Association. The Senate seemed to regard them merely as irresponsible and misguided enthusiasts. The Administration drew up a program for our adherence to the Court which met all possible objections. The Senate countered with alternative plans which were offensive to common sense and which effectually blocked progress. The other branch of our Legislature was devised not to guide public opinion, but to reflect clearly and responsibly the will of the people. It has now rebuked the Senate by a stinging majority of over ten to one.

"The Court has today an importance of which Theodore Roosevelt and Woodrow Wilson could have been only dimly conscious. Whatever may be the fate of the protocol framed last September at Geneva,

it has already to its credit one service which is fundamental. For the first time it gives comprehensive expression to the truth that international peace and the disarmament of rival nations can be based only upon international law, steadily and justly interpreted. A workable 'league to enforce peace' may still be further off than the World Court was from the first Hague Convention, but the day of our adherence to the Court will bring it appreciably nearer."

JOHN N. McILWRAITH

### LAW-BREAKING TO THE GLORY OF GOD

THERE is no great novelty in the action of the Tennessee legislature in passing a bill prohibiting the teaching of evolution in the public schools and tax-supported institutions of that state. Other legislatures have attempted to do the same. But the governor of Tennessee has made a contribution to the science of jurisprudence in connection with his message to the legislature on the subject. The governor favors the bill; he has signed it; it is now law in the sovereign state of Tennessee. It is now unlawful to teach at the tax-payer's expense "any theory that denies the story of the divine creation of man as taught in the Bible, and to teach instead that man has descended from a lower order of animals." It is unlawful not only to deny the fact of the divine creation of man but even to deny the story of it as found in Genesis. Genesis is not only good theology; it is also good history. The legislature and the governor have said it.

The governor's contribution is two-fold: first, a definite course of reasoning as to the place the Bible holds in the legal system of his state; second, and much more important, a statement of what he means to accomplish by the passage of this bill. The closing words of his message are as follows:



Probably the law will never be applied. It may not be sufficiently definite to permit of any specific application or enforcement. *Nobody believes that it is going to be an active statute.* But this bill is a distinct protest against an irreligious tendency to exalt so-called science and deny the Bible in some schools and quarters—a tendency fundamentally wrong and fatally mischievous in its effects on our children, our institutions, and our country.

It appears, then, that in the opinion of Gov. Austin Peay there are two kinds of laws: active statutes which are intended to be enforced, and non-active statutes which are designed merely as protests against something. This particular law will please the anti-evolutionists, and the declaration that it is not meant to be an "active statute" will comfort the evolutionists with the assurance that no inquisition is to be established and that anyway the bill is so badly drawn that it probably could not be enforced. He does not say that it is badly drawn, but any bill is badly drawn if it is "not sufficiently definite to permit of any specific application or enforcement." So everybody ought to be satisfied and a unanimously grateful constituency ought to stand behind the governor in his next campaign.

Not going to be an "active statute." We thank thee, governor, for teaching us that word. It helps to explain many things which have been hazy in our minds, and opens the way to the clarification of many persistent puzzles in American law-making and law-breaking. We see now that we have been unwarrantably harsh in our judgment of men whom we have uncharitably deemed law-breakers. There are, for example, the people who, ignoring the speed laws, drive their automobiles fast and furiously to the danger of all pedestrians. They have grasped the idea that speed laws are not "active statutes" but are simply intended as a "distinct protest" against speeding—an exhortation, in short, rather than legislation. Then there are our thirsty neighbors who do not give that measure of obedience to the eighteenth amendment and the Volstead act

that we have been in the habit of supposing that all laws should command. Their course would be very reprehensible if this were an active statute. But now we can see that it was probably never so intended. It is merely a temperance speech, a protest against inebriety. Everybody knows how difficult is its "specific application and enforcement"—and of course there is no enforcement of a law except specific enforcement—and there are millions who are confident that this is "not going to be an active statute." Hitherto they have had to bear a certain amount of odium as scofflaws, with only such defense as they could derive from the assertion that it is a foolish and oppressive law. Most Americans, however, have clung to the old-fashioned notion that individual nullification is an impractical program if there is to be any government at all, and that a law that is worth passing is worth enforcing. It is not impossible that Gov. Peay's distinction between active and inactive statutes may also help to clarify and standardize practice in regard to the exercise of the elective franchise by persons of African descent in certain states.

At any rate, now that the principle has been laid down, it is obviously capable of indefinite extension and application. Perhaps the next step to be taken in the evolution (beg pardon; we should not have used that word) we mean the development—of this new principle of jurisprudence, ought to be to determine what authority shall be competent to decide whether a given statute is to be active or inactive. Clearly it will not do to leave it a matter of individual caprice, as in the case of the Volstead act and the speed laws, and not every executive can be trusted to make the classification as promptly, as confidently, and as wisely as Gov. Peay has done in declaring the anti-evolution statute to be "inactive." The courts are so bound by tradition and by their oaths to enforce the laws that they would be seriously handicapped in perform-



ing this function. It is a difficult problem. We can only hope that the enlightened statesman who has discovered and so clearly stated the principle will continue his study of the theme and suggest some practical and reliable criterion by which all men may readily know which laws are intended to be enforced and which are simply protests against something which the executive and legislative branches of the government consider dangerous.

We alluded above to the train of reasoning by which the governor of Tennessee supports the conclusion that the teaching of evolution is a peril to the state. The question of the truth or falsity of the theory does not enter into this argument very conspicuously. It even appears, though he does not say so, that it might be more dangerous if it is true than if it is false. The propositions may be linked together thus: 1. The constitution of the state of Tennessee declares that "no person who denies the being of God or a future state of rewards and punishments shall hold office in any civil department of this state." (Tennessee has not yet had its Bradlaugh case.) 2. Future rewards and punishments must be meted out "obviously by those laws which God has revealed to us." 3. The laws of God "have been revealed to us in the Holy Bible, *if at all*" (Fie, fie, Governor, why "*if at all*!") 4. "Therefore our civil institutions are directly related to the Bible and our whole scheme of government is inseparably connected with it." 5. "The integrity of the Bible in its statement of man's divine creation is denied by any theory that man descended from any lower order of animals."

The sum and substance of this argument seems to be that it is necessary to have an inerrant Bible to provide an indisputable basis for that belief in future rewards and punishments which the constitution of Tennessee makes a condition of office-holding.

—*The Christian Century*.

## CONTRIBUTIONS FROM THE TRAINING SCHOOL

### A SPRING POEM PROGRAM

WHEN a fifth grade literature class in the Training School decided to give a program of spring poems and to invite an English class from the College, they set to work to arrange the best program they could. While searching through readers for spring poems, they became familiar with many beautiful ones and formed the habit of reading poetry more frequently. After reading these poems aloud to the class and discussing them, bringing out the main points, they selected the most beautiful ones for the program.

They were then ready to write an invitation to the English class. Since the most carefully written invitation was to be used, each child did his best. In doing this their knowledge of correct form in letter-writing was strengthened. As the invitation was promptly accepted, the children were even more eager than before to make the program a success.

A class committee lengthened the program by adding two spring songs and also explanations of some drawings which they had made illustrating poems and stories. Deciding that written programs should be made, this committee planned them and appointed two pupils to stand at the door to give them out.

Those taking part practiced outside of class and then rehearsed before the class. After this rehearsal the children criticised each other's reading, using the following aims:<sup>1</sup>

I. To make the audience see the pictures.

II. To make the audience experience the humor, sadness, or excitement of certain passages.

<sup>1</sup>Pennell and Cusack—*How to Teach Reading*. Houghton Mifflin Company.



III. To make the audience feel that the real character is talking.

IV. To make the audience appreciate and love the poem.

V. To read with pleasing, easily-understood voices.

VI. To enunciate clearly and pronounce words correctly.

VII. To read smoothly.

VIII. To stand correctly.

The children took complete charge of and gave the following program:

1. Song—Springtime Is Coming

2. Poems—Bob White

The Voice of Spring—Felicia Hemans

The Blue-Bird—Eben E. Rexford

The Wind and the Moon—George Macdonald

The Brown Thrush—Lucy Larcom

Green Things Growing—Marcia M. Craik

April Rain—Robert Loveman  
Dandelion

Robin's Come—William H. Caldwell

The Pussy Willow

The Buttercups and Daisies

Ready for Duty—Anna B. Warner

3. Explanations of drawing illustrating—

The Sugar-Plum Tree—Eugene Field

The Duel—Eugene Field

Dr. Dolittle—Hugh Lofting

The Ugly Duckling—Hans Christian Andersen

4. Song—Robin Dear

The following poems were studied in getting up the program:

I. Curry-Clippinger—Children's Literature—Rand McNally and Company.

The Brown Thrush—Lucy Larcom .....p. 374

The Wind—Robert Louis Stevenson .....p. 384

Daisies—Frank Dempster

Sherman .....p. 385

The Wind in a Frolic—William

Howitt .....p. 391

Pippa's Song—Robert Brown-

ing .....p. 399

What Does Little Birdie Say?

Alfred Tennyson .....p. 413

The Planting of the Apple

Tree—William Cullen

Bryant .....p. 417

Daffodils—William Words-

worth .....p. 419

II. Wheeler—Graded Literary Readers

Fourth Reader—W. H. Wheeler and Company.

March—William Wordsworth p. 233

Robin's Come—William H.

Caldwell .....p. 254

The Yellow Violet—William C.

Bryant .....p. 257

Spring—Celia Thaxter .....p. 259

How the Flowers Grow—Ga-

riel Setoun .....p. 301

III Duncan-Evans-Duncan—Farm Life Readers—Book Four—Silver, Burdett and Company.

Song in March—William G.

Simms .....p. 235

March and April—Wm. H.

Hayne .....p. 244

After the Rain—Wm. Words-

worth .....p. 245

Plant a Tree—Lucy Larcom..p. 256

The Blue Jay—Susan H.

Swett .....p. 276

Dandelion—Nellie M. Garra-

brant .....p. 278

Bob-White—George Cooper ..p. 98

The Little Brown Seed in the

Furrow—Ida W. Benham..p. 128

IV. McGovern—Nature Study and Literature—A. Flanagan Company.

The Blue Bird—Eben E. Rex-

ford .....p. 207

Jack-in-the-Pulpit—John

Greenleaf Whittier .....p. 233

Song of the Grass Blades ....p. 239



The Dandelion .....	p. 243
An April Welcome—Phoebe Cary .....	p. 249
V. Ada M. Skinner and Frances G. Wickes—A Child's Own Book of Verse—Book Two—The Macmillan Company.	
The Swing-Away Bird—Lucy Larcom .....	p. 6
My Lady Wind .....	p. 10
The Bee and the Flower—Alfred Tennyson .....	p. 20
Ready for Duty—Anna B. Warner	
April Rain—Robert Loveman.	p. 40
The Wind and the Moon—George Macdonald .....	p. 61
Little Bud Dandelion—Helen B. Bostwick .....	p. 66
VI. Farm Life Readers—Book Five.	
Bird's Song in Spring—E. Nesbit .....	p. 216
The Apple Blossoms—Wm. W. Martin .....	p. 238
Spring in Carolina—Henry Timrod .....	p. 252
Green Things Growing—Maria M. Craik .....	p. 265
A Song of Clover—Saxe Holm .....	p. 282
To a Butterfly—William Wordsworth .....	p. 283
FRANCES HANBURY	

#### A SUPPLEMENTARY READING LESSON FOR BEGINNERS

Learning to read is still considered the child's all-important task when he enters school life. This task must be made interesting or the child's work is drudgery. How can we make beginning reading an exercise full of genuine pleasure for the learner and for the teacher? The following supplementary story illustrates one scheme I have used with beginners.

This group of first grade children had had about six weeks of pre-primer work, consisting of action sentences and chart

lessons. They had acquired a reading vocabulary of about sixty words.

I used this supplementary story as an introduction to the Go-To-Sleep story in the Child World Primer. The latter was to be read from the book on the following day. The supplementary story would give more practice in the use of the new words in the lesson from the book. As a result the amount of formal drill would be reduced.

In writing the supplementary story I tried to preserve continuity of thought, since unconnected sentences scatter the child's attention instead of holding it. The story was as follows:

Come, Baby Ray, said Mother.  
Run to your little bed.  
Sing to me, Mother, said Baby Ray.  
Mother sang and sang.  
Soon Little Dog Penny ran to the door.  
He saw Baby Ray asleep.  
Good-night, said Little Dog Penny.  
Good-night, said the kitty-cats.  
Good-night, said the white rabbits.  
Good-night, said the yellow ducks.  
Good-night, said the pretty chicks.  
Then they all went to sleep.

As an introduction I tried to tell only enough of the story to arouse their interest. The story was then developed by asking questions about it. The children were eager to find the answers and read them. One child read the story aloud after this study.

The story was printed on poster card-board, and an attractive picture illustrating it was pasted at the top. This poster can be kept for use with another class. In this way the teacher will accumulate a set of supplementary stories for use with the primer.

OLIVE M. FLORY

#### WORKING FOR ACCURACY AND SPEED IN ARITHMETIC

We discovered a need for more accurate work in our fourth grade arithmetic class in the Training School. We found the fol-



lowing scheme successful in developing accuracy without sacrificing speed.

First, we gave the children a number of examples to work and scored the papers according to the number tried and the number correct. We made a distribution of these scores, found the median, and divided the class into three groups.

Each day we gave each group of pupils an equal number of examples in multiplication to work in the same time. The examples for the first group contained the most difficult multiplication facts, the ones for the second group were simpler, and and those for the third group the simplest of all.

Types of Examples Used for the First Group:

7,806	9,483	5,497	6,089
57	68	76	89

Types of Examples Used for the Second Group:

6,843	9,476	8,493	6,473
46	63	57	89

Types of Examples Used for the Third Group:

6,483	2,943	7,125	6,234
23	52	45	63

We tried to show the children that it was better to work a few examples and have them all correct than to work a large number and miss part of them. Each day the results of the preceding day's work were put on the blackboard so that each child could see his standing. When a pupil was able to work all the examples in one of the lower groups correctly in the given time, he was allowed to progress to the next group. If a pupil for two successive days did poor work he was placed in a lower group. (We allowed two days because poor work on one day might be due to some accidental cause, such as the child's not feeling well.) By the end of the third week the lowest group had been eliminated;

the children were all accurate with this type of example.

The following table shows how the children gained in accuracy without any loss in speed.

TABLE COMPARING CLASS MEDIANS IN ACCURACY AND SPEED IN MULTIPLICATION

	<i>Median Attempts</i>	<i>Median Rights</i>
First Week	9	6
Second Week	9	7
Third Week	9	9

ETHEL HOLLAR

## TEXTBOOK VS. TEACHING

A PROFESSOR of English in one of the colleges of Virginia is wont to deplore the fact that the students coming to his institution are given to confusing literature with the history of literature. Conversing with freshmen he frequently asks, "What literature have you studied?" and receives the answer, "Met-calf's."

I believe that this little anecdote is in many ways significant. Too frequently in our teaching the essential is neglected and the means are made the end. This is no special criticism of English teachers; teachers of all subjects are equally guilty. But the problem of the English teacher is the one most interesting to us and the one which we must study.

Let us consider grammar.

A teacher comes into a system and is told that she is to use such and such a text and cover a certain number of pages, said pages dealing with such thrilling matters, let us say, as gerundives, participles, infinitives. If the teacher is wise, she may touch upon gerundives, participles, infinitives, but only incidentally; in the fine frenzy of running to earth the elusive verbals she will certainly not allow her students to forget the existence of such things as nouns, pronouns, and verbs. Also, if she is wise, she will make the grammar text a



book of reference and will give her efforts to clear up those faults in speech and writing which demand genuine attention. But one of the hardest lessons for a teacher to learn—especially a young, inexperienced one—is that a state board's or a local school board's or a superintendent's or a principal's decree that a term's work shall extend from page *x* to page *y* is a decree more honored in the breach than in the observance. Just a few weeks ago one of the best elementary school teachers that I know, in agreeing with me on the folly of teaching grammar in sections, said: "But what are you going to do when it is specifically laid down in your course that you *must* confine your work to a given number of pages?" What indeed?

Is the case of composition greatly different? Is it not true that, to many instructors, teaching composition means teaching "Lewis and Hosié" or "Claxton and McGinniss" or some other text on composition? Here again teachers fall victim to the textbook and feel that they have taught their subject successfully if, at the end of a term, their students can glibly define narration, description, exposition, and argumentation; can write the brief of a debate on the subject, "Resolved, that a college education is preferable to bricklaying" (either side); can give an illustration of *simile*, *metaphor*, *personification*, and *irony*; and can write a proper heading, salutation, and conclusion of a letter. Having accomplished those valuable aims, many a teacher is perfectly satisfied and does not feel in any way responsible if it is demonstrated to her that her students are totally innocent of any knowledge of sentence structure, paragraph development, spelling, punctuation, or diction. In other words such teachers have taught the definitions of unity, coherence, and emphasis without making those essentials characteristic of the composition work of the pupils.

As for literature, the complaint of the professor quoted at the beginning of this

paper is wholly justified. Every year students come to my classes from other schools. They enter, let us say, in the middle of the fourth year in which English literature is being taught. They wish credit, of course, for the first term's work. Whereupon the following dialogue is born:

Q. What literature did you study at ——— High School last term?

A. The Sir Roger de Coverley Papers, Macbeth, and half of Metcalf's English Literature.

Q. Did you study a book of readings in literature?

A. (with amazement) No.

In other words, many students in this state (and every other state) can tell you of such vital facts as the birthplace of Shakespeare, the dates of Milton's life, the tragic death of Lamb's mother, the spiritual struggle of Tennyson, but they have never read a single poem by Milton or Tennyson, or an essay by Lamb. I do not mean to say that the facts of literary history should be disregarded. On the contrary, I firmly believe that literature, to be best understood, should be taught, in the upper grades of high school, from the angle of historical development. But I do think it a silly and a profitless proceeding to teach the history of literature *without* the literature. It is another case of wrong emphasis, of stressing the means instead of the end; for literary history is a meaningless affair until we know the literature of which it is the history.

I sometimes think that we shall never get satisfactory results in English teaching until all formal textbooks are banned from the classroom. If there were no books there could not be the fatal limitation of pages, the memorizing of definitions, the storing of isolated facts. Admitting the wildness and impracticability of this dream, I amend it to suggest that the best equipment for a class in grammar is an exercise book which stresses the common errors of every-day speech and writing; for a class in composition a pad of paper and a pencil;



for a class in literature an adequate book of selections from English or American literature.

#### A SUGGESTIVE LIST

##### FOR GRAMMAR

- Davis—Practical Exercises in English—Ginn & Company.  
 Hanna and Taylor—1600 Drill Exercises in Corrective English—Noble & Noble.  
 Buehler—Practical Exercises in English—American Book Company.  
 Practice Leaves in English Fundamentals—Department of English, Harrisonburg State Teachers College.  
 Lewis and Hosc—Exercises in Practical English—American Book Company.  
 Kingley, Mason & Rogers (Los Angeles)—A Brief Review of English Grammar with Supplementary Exercises.

##### FOR LITERATURE

- Pattee—Century Readings in American Literature—Century Co.  
 Newcomer, Andrews and Hall—Three Centuries of American Poetry and Prose—Scott, Foresman.  
 Greenlaw-Stratton—Literature & Life (Book 2)—Scott, Foresman.  
 De Mille—American Poetry—Allyn & Bacon.  
 Long—American Poetry—American Book Company.  
 Rees—Modern American Prose Selections—Harcourt, Brace & Company.  
 Page—Chief American Poets—Sanborn & Company.  
 Simons—American Literature through Illustrative Readings—Scribner's.  
 Rittenhouse—A Little Book of American Verse—Houghton Mifflin.  
 Rittenhouse—A Little Book of Modern Verse—Houghton Mifflin.  
 Rittenhouse—A Second Book of Modern Verse—Houghton Mifflin.  
 Calhoun & McAlarney—Readings from American Literature—Ginn.  
 Untermeyer—Modern American Poetry—Harcourt, Brace & Co.  
 Pace—Readings in American Literature—Allyn & Bacon.  
 Carpenter—American Prose—Macmillan.  
 Forbes—Modern Verse—Henry Holt & Company.  
 Cooper—Poems of Today—Ginn.  
 Wilkinson—Contemporary Poetry—Macmillan.

##### ENGLISH LITERATURE

- Cunliffe, Pyre, and Young—Century Readings in English Literature—Century.  
 Newcomer and Andrews—Twelve Centuries of English Poetry & Prose—Scott, Foresman.  
 Greenlaw-Miles—Literature & Life (Book 4)—Scott, Foresman.  
 Manly—English Poetry & Prose—Ginn.  
 Untermeyer—Modern British Poetry—Harcourt, Brace & Co.  
 Rittenhouse—Modern British Poetry—Houghton Mifflin.  
 Greenlaw-Hanford—The Great Tradition—Scott, Foresman.  
 Baldwin and Paul—English Poems—American Book Company.

- Pancoast—Standard English Poems—Holt.  
 Parrott & Long—English Poems from Chaucer to Kipling—Ginn.  
 Rich—A Study of the Types of Literature—Century Co.

H. AUGUSTUS MILLER

## THE LIBRARY IN JUNIOR HIGH SCHOOLS

THE place of the library in the junior high school building is at the front center located at a point most easily accessible to the greatest number. It should be the most attractive, the most beautifully appointed, the most homelike, and the least school-like room in the building. Its needs in equipment of furniture, books, periodicals, supplementary instructional aids, and decoration should take precedence over the needs of every other activity in school administration.

The junior high school library should be an open invitation. Its cordial, hospitable, and persistent appeal should be irresistible. It should invite acquaintance, it should ripen acquaintance into friendship, it should bind every adolescent of the junior high school with bonds of attachment capable of resisting the temptations of less worthy friendships however or whenever encountered. No other activity of the school, not even the lure of the gymnasium, auditorium, shops, fine arts, or even the attractive social activities, should be permitted to wield the influence comparable to that which the junior high school library should exert.

The glory of transmission is the crowning tribute which can be paid to a junior high school library which fulfills, if permitted to do so, its full mission to early adolescent children. The glory of transmission is the glory of service. The faculty is served by the library, the pupils are served, every classroom, every subject in the program of studies, every assembly program, every homeroom activity, every curricular inter-

Address at School Library Section of the A. L. A. at Saratoga Springs, July, 1924, reprinted from *The Library Journal*, February 1, 1925.



est, each social activity, in short, the whole life is ministered to by the library. It is the servant of all. By service it is entitled to the high place in the junior high school which should be accorded this agency of greatest service.

Let me present two considerations which will give full warranty to the elevated place in the junior high school which I have given the library. First, our educational method is today undergoing a fundamental modification far beyond our present power to evaluate. The modern school, and particularly the comparatively recent reorganization involved in the junior high school movement, is being reconstructed upon the sound pedagogical theory of learning by doing. The privilege of growth through self-directed activity is passing from the teacher to the pupil. Activity, or learning by doing, with opportunities for the training in independent thinking, such activity is becoming the rôle of the pupil under the actual but unobtrusive direction and guidance of the teacher.

The principles of directed study, of the socialized recitation, and of the whole scope of the socialized curriculum and correspondingly reconstructed methods are based upon pupil activity or learning by doing under teacher guidance. The single textbook which pupils were led under threat of dire consequences to master page by page has been replaced by a laboratory method which selects with discrimination the offerings of many textbooks. The problem-project method, the co-operative pupil and teacher preparation and recitation method, the pupil committee research and report method, the laboratory method of investigation, observation, and report—all the methods today employed in the modern classroom and particularly in the junior high school, the vanguard in the skirmish line of educational reconstruction, have changed former dependence upon the single textbook to a correlation of the adopted textbook with many resources.

The single textbook has not been replaced and doubtless will never be, but it is accepted in present practice not as the sole source but as one of many sources. In brief, the textbook has been supplemented by the library. This is as it should be and as it always has been above the junior high school. In the library, therefore, are centralized all those auxiliary aids which are comprised in reference books, encyclopedias, gazeteers, card catalogs, the *Reader's Guide* and other indexes, as well as maps, pictures, slides, and aids to objective teaching which serve to supplement the single textbook. In the library should be consolidated all the accessory sources of materials for classroom and social activities of the whole school life. The library so conceived and administered conditions the full functioning of the real junior high school.

It is a false impression that the library is an added expense in school operation. It is in fact economy put into practice. One reference work will do the work of a dozen scattered in as many classrooms, one stock of visual education materials will serve many classrooms. But the place of the library in the junior high school or in any school is not to be determined by motives of economy but by tests of greater efficiency in educational reorganization. The day has passed when the school library can be looked upon as a luxury. It has become a necessity in our educational reconstruction. It is an indispensable and pivotal source of co-operative service to every educational activity in the modern school.

The second consideration which determines the true place of the library in the junior high school is its adaptability to instinctive needs of the early adolescent age. From this point of view one needs to turn to early adolescent psychology. All phases of the psychological expansion of early adolescence are significant to the junior high school librarian. There is a mental inquisitiveness in this age which exceeds that of any other stage in life. Nature is



now giving the individual enlarged intellectual power and with the expansion of mental power comes the instinctive impulse to use it. In this intellectual expansion the pubescent child wants to experience the joy of independence of thought. He instinctively dislikes and rebels against a vicarious mental state. The time has passed when the teacher can impose his thought upon the pupil. The early adolescent demands his undeniable heritage to think for himself, and to launch out on the individual's life search for truth and knowledge, and for the experiences which teach him the ways of life. He must have his own experience; he must now learn by doing; he must live his own personal life.

No agency surpasses the library in its potential power to guide early adolescent expansion. In the library the girl and boy find the source upon which their instinctive inquisitiveness, their insatiable appetite for knowledge, their impulses to learn through self-activity, their emotional and moral awakening powers may feed and grow. In the library the early adolescent finds no repression of his normal impulses, only an invitation to satisfy instinctive cravings.

Guidance in the library is unobtrusive, for the early adolescent does not know and does not care that every volume in his junior high school library has been selected with scrupulous care to eliminate the harmful and to magnify the wholesome. Here early adolescent youth finds friends and guides who do not dominate him but who lead him to sources of knowledge and truth which are for him unexplored lands of wonder and delight. Among his book friends he finds heroes of physical and moral courage who become his guiding patterns for the balance of his life. He finds in the library companionships which always will remain with him. The junior high school library is an environment for the controlled expansion of early adolescence which provides "so much good to do that the bad cannot creep in."

It is, accordingly, little short of criminal negligence to restrict a junior high school library wholly to the supplementary and accessory aids essential to instructional purpose of the classroom. The junior high school library should be a rich storehouse of juvenile fiction, of biography, of travel, of vocations, of all literature which is written for youth. It is, therefore, secondarily a reference or instructional supplementary agency and primarily a circulating agency of juvenile literature. It should principally be an agency to distribute books which pupils personally select without prescription and secondarily an agency to administer accessory aids which pupils use under teacher direction.

Library statistics prove, I believe, that the height of the curve of reading is reached at thirteen and fourteen years of age which synchronizes with the junior high school. Repeatedly I have observed that by far the greatest proportion of children who frequent voluntarily the school and public libraries are early adolescents.

If we realize the far-reaching importance of a properly balanced library in the junior high school, it is axiomatic to say that instruction should be given in the use of the library. Pupils do not know but must be trained how to use the full resources of the library. It is, further, axiomatic to say that only a trained librarian can in turn train early adolescents in intelligent use of library resources. The practice of setting aside library periods for class instruction by the school librarian within school hours will grow as the true place of the library in the junior high school is appreciated. This practice is the means already intelligently employed by many junior high schools which effect the full functioning of the library.

It is the consideration of the adaptability of the junior high school library to instinctive needs of pubescent children and its perfect accord with early adolescent psychology by which the place of the junior



high school itself in the public school system must in the final analysis be determined. It is my hope, which I see increasingly fulfilled, that in each junior high school building the most beautiful quarters will be assigned to the library, that each junior high school faculty will contain a trained librarian, and that each school administrator's budget will include an annual appropriation for library growth.

JAMES M. GLASS

## ENGLISH NOTES

### FIRST PRIZE TO VIRGINIA HIGH SCHOOL MAGAZINE

A Virginia high school magazine was awarded first prize in the Columbia University Press Association meet, held in New York March 13 and 14, when *The Critic*, literary magazine published by the students of the E. C. Glass High School, Lynchburg, won on the basis of its superiority over all other magazines entered in the contest by high schools of more than 1,000 enrollment.

Attending the meet from Lynchburg were three high school students, Lewis Matton, editor-elect of *The Critic* for the coming year, and two members of the staff of the school newspaper, *The High Times*, which was also entered in a similar contest arranged for high school newspapers. The three Lynchburg boys were sent to New York with all expenses paid by three local civic clubs, Rotary, Kiwanis, and Lions.

Since the establishment of the newspaper at Lynchburg a year ago, *The Critic* has been developed into a purely literary magazine. English teachers who have assisted in advising the staff are Miss Eveline O. Wiggins, Miss Elsie V. Talbot, and Mrs. H. T. Nicholas.

### ORGANIZATION STRENGTHENED

H. Augustus Miller, Jr., president of the English Section of the State Teachers As-

sociation, is much gratified at the progress made in organizing the English teachers by districts. In every district except "I" time has been provided on the program for the English teachers to meet.

Miss Gertrude Bowler, of Lawrenceville, is chairman of the District D organization, which is scheduled to meet in Petersburg early in April. Miss Eva Branch, of John Marshall High School, undertook to organize the teachers of District C, which met at Richmond on March 28. Miss Anna S. Johnston, of Portsmouth, is president of the organization in District B. District E, meeting at Martinsville March 21, was to be organized by Miss Mary L. Goode. The teachers of District K, meeting at Lebanon March 20 and 21, were to be called together by President McConnell of the Radford State Teachers College.

It is hoped that before the next annual educational conference the English teachers in each of the eleven districts will have local organizations.

### CHIEF OBJECTIVE IN ENGLISH WORK

Members of the English department at the E. C. Glass High School, Lynchburg, have felt for some time that the greatest weakness in their teaching lay in the written work. This condition is not peculiar to our school, perhaps, as complaints come from all the colleges to the effect that freshmen do not recognize a sentence, have no conception of punctuation, and spell poorly. Recognizing this fact, the English teachers have taken as their objective "More and Better Written Work." They have determined that students shall write and speak correctly their mother tongue. To this end more practice and drill is being given and substantial co-operation from other departments is being given by their demanding papers correct not only in content, but in expression, sentence structure, punctuation, and spelling.

ELSIE V. TALBOT



(CONTINUED FROM LAST MONTH)

## TEACHERS OF ENGLISH IN SUPPLEMENTARY LIST OF ACCREDITED HIGH SCHOOLS, SESSION OF 1924-25

SCHOOL	COUNTY	TEACHERS OF ENGLISH
Alberta .....	Brunswick .....	Lucile Keeton
Barrack .....	Washington .....	Mrs. E. W. Hurt
Bassett .....	Henry .....	Carolyn Wine, Elizabeth White
Bealeton .....	Fauquier .....	
Belle Haven .....	Accomac .....	Susie Le Coto, Mrs. Grace Jones
Brandy .....	Culpeper .....	Letita Blakey
Capron .....	Southampton .....	Claudia Gilchrist
Carrsville .....	Isle of Wight .....	Lois Rabey, Alexandria Orchard
Chilhowie .....	Smyth .....	Mrs. G. M. Pulliam
Chincoteague .....	Accomac .....	Elizabeth Jolls, Annabel Lynch
Cleveland .....	Washington .....	C. A. Jones, Mary Lou Mason
Clifton .....	Fairfax .....	Fanny Thelma Johnson, Delsie Hitt
Concord .....	Campbell .....	Jos. W. Stone
Effinger .....	Rockbridge .....	May G. Strough, Lelia G. Robins
Fairview .....	Scott .....	C. F. Steele
Farnham .....	Richmond .....	Miss Garland Wallace
Glade Spring .....	Washington .....	Adelaide A. Tyars
Greenfield .....	Washington .....	Violet Fleenor
Hamilton .....	Washington .....	Creolya Snodgrass
Haymarket .....	Prince William .....	H. M. Pearsons, Miss Cocke, Mrs. J. E. Jordan
Ivanhoe .....	Wythe .....	Bess L. Carico
Kilmarnock .....	Lancaster .....	Mrs. Charles Palmer, Lucy S. Treacle
Kings Grove .....	Wythe .....	
Litwalton .....	Lancaster .....	Amelia Lankford, E. W. Cowling, Jr.
Marriott .....	King and Queen .....	W. S. Tragle, S. C. Hubbard
Max Meadows .....	Wythe .....	J. B. Hurt
Nickelsville .....	Scott .....	Hattie Hart
Oceana .....	Princess Anne .....	Hilda Booth
Peninsula .....	Mathews .....	
Rural Retreat .....	Wythe .....	Chas. P. Graham, Ethel Crabtree
Shawsville .....	Montgomery .....	Gertrude Morrison
Spring Garden .....	Pittsylvania .....	Mrs. A. R. Marshall, Bertha Thompson
Stanley .....	Page .....	
State Teachers College .....	Prince Edward .....	Lessie Lea
Vinton .....	Roanoke .....	Bernie Jarratt, J. P. Flora
Washington .....	Rappahannock .....	Katharine Keyser
Wytheville .....	Wythe .....	Mrs. G. W. Spiggle

## TEACHERS OF ENGLISH IN ACCREDITED PRIVATE SECONDARY SCHOOLS OF VIRGINIA, SESSION OF 1924-1925

GIRLS' SCHOOLS	LOCATION	TEACHERS OF ENGLISH
Averett College (Prep. Dept.) .....	Danville .....	Mary C. Fugate, May Thompson
Blackstone College for Girls (Prep. Dept.) .....	Blackstone .....	
Chatham Episcopal Institute .....	Chatham .....	Helen Hoffman
Collegiate School for Girls .....	Richmond .....	Margaret Gallaher, Van Greenleaf, Lochie Linkons
Fairfax Hall .....	Basic .....	
Fort Loudoun Seminary .....	Winchester .....	Leone Davis, Mary E. Bush
Hartshorn Memorial College (Col.) .....	Richmond .....	C. Grace Marshall
Marion Junior College (Prep. Dept.) .....	Marion .....	
Mary Baldwin College (Prep. Dept.) .....	Staunton .....	
Randolph-Macon Institute .....	Danville .....	Chas. G. Evans, Mabel Kennedy, Margaret Batten
Sacred Heart High School .....	Richmond .....	Sister Nazarius
St. Gertrude's High School .....	Richmond .....	Sr. Gertrude, Sr. Aloysia Clare Sr. Aquinas Gude
St. Joseph's Academy .....	Richmond .....	Sr. Rita Ruffin, Sr. Gabrielle Sulli- van, Sr. Frances Mulholland
Stonewall Jackson College (Prep. Dept.) .....	Abingdon .....	
Stuart Hall .....	Staunton .....	
Sullins College (Prep. Dept.) .....	Bristol .....	Pearl Baldwin, Josephine Coates
Virginia College (Prep. Dept.) .....	Roanoke .....	Lucie Roberts
Virginia Intermont College (Prep. Dept.) .....	Bristol .....	Aileen Smith

(CONTINUED IN NEXT ISSUE)



## THE VIRGINIA TEACHER

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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editors of *The Virginia Teacher*, State Teachers College, Harrisonburg, Virginia.

## EDUCATIONAL COMMENT

### VOCATIONAL AGRICULTURE GROWING IN POPULARITY

THE high school departments of vocational agriculture, established in other states as in Virginia, are making such a record as to be impressive both locally and nationally, as set forth in reports received at the State Department of Education from many sources.

Although there are more than 2600 vocational high schools teaching agriculture in 47 states, Virginia alone has 86 departments in as many different high schools, with additional extension courses operated in 38 outlying high schools, taught by the instructors of the standard recognized departments of vocational agriculture. The enrollment for the current sessions in these Virginia courses is approximately 2243. Furthermore, in Virginia there are 490 adults pursuing evening classes.

Lately a movement was launched in Chicago to make each of the 21,000 farm implement and equipment dealers scattered over the United States a service station in aiding the schools teaching agriculture, to build up a better citizenship on the farms of tomorrow. This movement, it is said,

recognizes the fact that the "hired man" is being eliminated on farms with the inevitable result that the well trained farmer will insist upon labor-saving equipment to replace the "hired man" now so rapidly disappearing.

Homer Hancock, Commissioner of Agriculture for Tennessee, states that it is his close observation that boys receiving vocational instruction in agriculture, and vigorously conducting projects on their fathers' farms, and in a great many instances sharing the profits or losses from live stock and crops, are much more interested in solving farm problems and in making country life more attractive than those not receiving this training. He notes that the records of boys in vocational agriculture in production offers some very high standards for others who have a desire to excel.

In Virginia likewise, it is said, that the boys pursuing vocational agriculture not infrequently secure much larger yields and returns on their projects than their fathers in their own similar farm activities based on less scientific methods. In fact, it is reported that last year boys' projects netted a money return equal to sixty per cent of the total cost of instruction in vocational agriculture for the State as a whole, and totaled more than the combined contribution from State and Federal funds for vocational agriculture in the high schools of the State.

It is not surprising, therefore, according to Dabney S. Lancaster, State Supervisor of Vocational Agriculture, that there are now on file at the State Department of Education more than twice as many applications for new departments of vocational agriculture to be installed next year than State and Federal funds will make possible. Furthermore, the striking fact has been indicated that few departments of vocational agriculture in Virginia have ever been discontinued when once started. It is said that they usually grow in popularity because of the increasing service which they can ren-



der. This is not alone due to the kind of instruction given but to the superior equipment for it, and to the superior character of the personnel engaged in the instruction, such conditions being due to the success with which the original plan as outlined has been followed.

### THE MODERN FOREIGN LANGUAGE STUDY

THE revision of the secondary school curriculum, which has engaged the attention of the National Educational Association with increased intensity since 1913, has become, since the meeting of the Board of Superintendents at Cincinnati, February, 1925, one of the very foremost questions facing high school superintendents, principals and teachers. Only through earnest and continued co-operation on the part of administrators and experts can this problem be solved. Contributions to its solution have been made by several recent surveys of special subjects in the curriculum, notably one of mathematics, which was incorporated in a report on the "Reorganization of Mathematics in Secondary Education," published in 1923, and the Classical Investigation, which brought out the first volume of its findings in September, 1924. Both of these studies were conducted on a wide scale with adequate financial support on the part of the General Education Board.

The MODERN FOREIGN LANGUAGE STUDY, which has been under way since October, 1924, plans a wider field of inquiry. It is organized under the auspices of the American Council on Education, and receives financial support from the Carnegie Corporation of New York. The investigation which it has undertaken will include not only public and private secondary schools, but colleges and normal schools as well, since increasingly large numbers of students of French, German, Italian, and Spanish, crowd the elementary and secondary classes

of these higher institutions. Another feature, scarcely touched by previous investigations, will be the study of the facilities in American institutions for training teachers of modern languages. Hand in hand with this nation-wide inquiry goes a similar undertaking in Canada, under the auspices of the Canadian Conference of Universities, also financed by the Carnegie Corporation.

The organization of the MODERN FOREIGN LANGUAGE STUDY is thus intended to cover the entire continent and will also seek to draw lessons from European and Spanish-American practice. The STUDY is under the guidance of a general Committee on Direction and Control, with offices at 561 West 116th Street, New York City, and 58th Street and Ellis Avenue, Chicago. This committee is representative of the entire country as regards secondary schools, colleges, and teacher training institutions, as well as administrative agencies.

### EIGHTY-NINE SCHOOLS LISTED IN HEALTH PROGRAM STUDY

HEALTH education is assured a prominent place in the school curricula of the future. Judging from the eighty-nine public, parochial, and private schools that have enrolled in the School Health Program study being conducted by the American Child Health Association, the importance of health education is being emphasized. Schools as remote as the Virgin Islands have been heard from, and St. Thomas Junior High School, located on our Island possessions, has enrolled in the contest and will submit a program of the health work that is being carried on among its pupils. Besides the classification of schools entering the contest much interest has also been created by the geographical distribution of these schools. Twenty-eight states and the District of Columbia are represented in the enrollment.



In promoting this study the American Child Health Association aims primarily to gather all valuable data developing from health programs being directed by individual schools. The achievements and suggestions offered by the schools submitting programs will be published in a report to serve as a source of material for other schools in the country that need advice and assistance. The committee will announce the three winning schools at the beginning of the school year in September. The Association is offering one thousand dollars to be divided among the three schools contributing the most valuable programs. This award is to be used to further the health program of the school.

The salient points on which the committee will make their recommendations are: 1—Health Training and Instructions (the development of good health habits, desirable attitudes and practical health knowledge). 2—Hygienic Arrangement and Administration of the School Program for the Pupil and Teacher; 3—Physical Training Program; 4—Hygiene of the School Plant. The schools have been entered each under a code number in order that the committee may rate the schools with unbiased opinion.

## BOOKS

### WHAT SHOULD ENGLISH TEACHERS TEACH

THE SOCIAL OBJECTIVES OF SCHOOL ENGLISH, by Charles S. Pendleton. Nashville, Tenn.: Published by the author. 1924. Pp. 225. \$2.50 postpaid.

Is correct spelling the first end and aim for the teacher of English to hold to? Is speaking in complete sentences the second great objective? Is writing English which is grammatically correct the third?—Such is the group judgment of eighty trained teachers of English, teachers of professional standing, whose assistance Professor Pendleton had in the evaluation of the list of aims he submitted to them.

These aims the author collected to the number of 1581—count them! 1581—by drawing on the following sources: direct statements of English teachers, direct statements of other educators, articles pertaining to English in important educational periodicals, standard general writings on education, standard volumes on English and the teaching of English, state and city courses of study, and widely used school textbooks.

The mere accumulation of these aims is a noteworthy achievement, for the author has listed them as compactly-worded statements, expressed in terms of habits, abilities, skills, and attitudes. If efforts to define and focus the English curriculum lie just ahead of us, certainly those who undertake such a task will find in this study a solid beginning.

Indeed, one wonders, after an examination of the 1,581 aims, whether English teachers may not have been too zealous in their efforts to extend their usefulness. Surely, it is an astonishing accretion by which what we call "English" has grown in the last ten or fifteen years. "Taking in too much territory" is not only sometimes a tactical error; it may even be a blundering step that ends in scotching us.

Certainly the eighty representative teachers consulted in this investigation placed a large emphasis on the formal objectives of English teaching.—But what, we may ask, will it profit a pupil if he gain only formal correctness and miss the adventure, the joy, of self-expression?

English teachers everywhere need to ask themselves, "What price mechanics?"

C. T. LOGAN

### A USEFUL OUTLINE

BACTERIA IN RELATION TO MAN, by Jean Broadhurst. Philadelphia: J. B. Lippincott Co. 1925. Pp. XVI and 306.

This book is intended for use by classes in introductory microbiology and is especially adapted for use by home economics students. It is written in outline form and



combines textbook and laboratory material.

The first part of each chapter consists of an excellent lecture and reading outline. This is followed by directions for the demonstration and laboratory exercises, a good part of which are for demonstration. These are clear and practical. Numerous excellent illustrations are included. At the end of the chapters are listed books, valuable reports and publications for reference; also review and study questions. An appendix, glossary and key for some of the common bacteria are useful additions. An excellent introductory chapter on "Work with the Microscope" will be appreciated by the teacher.

The practical, rather than the technical, is stressed throughout. The book is most useful, however, when the student has access to some of the standard texts and other references mentioned.

BERTHA WITTLINGER

#### SCIENTIFIC, ENLIGHTENING, READABLE

THE CHILD: HIS NATURE AND HIS NEEDS. Edited by Children's Foundation. 1924. Pp. 516.

"The Children's Foundation," says a foreword statement, "has for its objects the study of the child and the dissemination of knowledge promotive of the well-being of children. It came into existence at Valparaiso, Indiana, late in 1921, when a charter was granted to it by the State of Indiana as a corporation not for profit, and a gift was made available to its trustees for effecting its organization and developing its program of work."

This book is the first contribution of the Children's Foundation, and may be obtained by subscribing one dollar to the publication fund of the Children's Foundation. A second survey, now in preparation, will appear late in 1925. It will deal with the child and his life in the home.

Edited by Dr. M. V. O'Shea, of the Uni-

versity of Wisconsin, the volume is made up of twenty-one chapters written by authorities of national reputation in their special fields. Some of the contributors are Dr. Bird T. Baldwin, State University of Iowa; Dr. Walter F. Dearborn, Harvard University; Dr. H. H. Goddard, University of Ohio; Dr. Leta S. Hollingsworth, Teachers College, Columbia University; John J. Tigert, United States Commissioner of Education. Several chapters relating to the health of the child have been contributed by physicians who are specialists in this field.

The book consists of three parts, each dealing with the present status of our knowledge (1) of Child Nature, (2) of Child Well-being, (3) of Education.

Part I. In the opening chapter Dr. Baldwin aims to show how the gap between recent findings in psychology and educational practices may be bridged. He gives the outstanding contributions of recent years that combine theory and practice in education and cites some of the best plans which have been tried out. Very brief descriptions of such plans as the Dalton, the Batavia, the Winnetka, the Mannheim, and the Platoon are given. This chapter is followed by excellent discussions of the child's instincts and impulses, development of the intellect and morals, social traits, the child's mastery of the arts of expression.

Part II. Dr. Goddard introduces this section of the book by facing the fact that the anti-social element is increasing and the burden of the insane and the feeble-minded is becoming heavier. This he attributes, not to any cause or group of causes, but to in-born tendencies which have not been sufficiently modified to fit into present world needs. In a better understanding of child nature and capacities, and better educational facilities for developing the individual needs, lies the hope of the future.

Dr. Goddard groups children roughly into four classes: the normal or average, the sub-normal or feeble-minded, the super-normal, and the sick or unstable child. The



succeeding chapters of this section deal largely with these groups. Special attention is given to the relation of nutrition to mental development; prevention, the best treatment of certain forms of nervous and mental disturbances; responsibility of parents and physicians to children of pre-school age; the adolescent period and its problems.

Part III. The first of these five chapters is written by Commissioner Tigert, the others by Dr. O'Shea. Here is shown the need for bringing educational practice up to educational theories. Changes in the objectives of education involving changes in courses of study and methods of teaching are constructively discussed.

To the teacher, this book will prove to be a good review of recent findings in child study, educational theories and practices. The bibliographies given for each chapter will be most helpful to all teachers of education.

To the parent, this book is of untold value. It is the work of experts written in non-technical language putting before the reading public the findings of educational research, giving parents a more human understanding of their children and a better knowledge of the aims of our educational system.

PEARL POWERS MOODY

#### WHY LIBRARIANS CHORTLE

A READER'S GUIDE BOOK, by May Lamberton Becker. New York: Henry Holt and Company. 1924. Pp. 374. \$2.75.

For several years questioning readers have found solace and aid in a column called "The Reader's Guide," published first in the *Literary Review* of the *New York Evening Post*, and now in the *Saturday Review of Literature*, its successor. The editor of this column is Mrs. May Lamberton Becker, who has recently summarized these years of advice in the "Reader's Guide Book."

Librarians everywhere will hail with joy this most valuable addition to their lists of "best books." An astonishing breadth and

depth of knowledge was required to cover so many subjects so well—and much human sympathy, to realize so well the needs of readers. These are not just dead lists of books, arranged by subject. The entire book has a live, humorous, and conversational flavor, and each book recommended has a description that gives it a personality. The professional touch is seen only in the fact that the author is practical enough to name the publisher of each book mentioned.

The average reader will not read this book from cover to cover, for the reason that the average reader is not interested in as wide a range of subjects as Mrs. Becker. But let him turn to the chapter that discusses his particular hobby, and it will be hard to pry him loose. It is more than likely, too, that he may discover a new hobby, for Mrs. Becker's enthusiasm is contagious. She not only advises you what to read, but makes you eager to follow her advice. Who could help chasing to the nearest library for something of Fabre's, after reading this, in the section on nature books for children?—"I think I have normally less interest in insects than in almost anything else, but let me read ten pages of Fabre and I feverishly pursue their lives and loves through the whole book, and leave off determined to spend hours every day watching bugs."

To English teachers, librarians, and others who are called upon to give advice on reading to literary societies, to women's clubs who want to pursue a course of study, to anyone interested in reading but uncertain what to read, Mrs. Becker's book will be invaluable.

VIRGINIA HARNSBERGER

#### THE TEN BEST

SUPERLATIVES, by Grant C. Knight. New York: Alfred A. Knopf. 1925. Pp. 197. \$2.00.

The Inquisitive Reporter is at last justified, if to the stimulus of "What are your ten favorite novels, professor?" the author responded by building the framework of



this volume. For he has done just that—listed ten great novels, containing ten characters, each superlative of its kind.

As a device for piquing the interest of college students, arousing a desire to read the novels critically, these essays are excellently done. Mr. Knight has skillfully touched on the elements of literary criticism, and through judicious allusions has compared and contrasted other great novels and novelists with those he has studied more intently.

Even were one disposed to quarrel with Mr. Knight's selection, he would find in the volume a sweet reasonableness that fits it admirably for its prime purpose in the novel class. The ten superlatives are:

The Greatest Rogue—Moll Flanders (in Defoe's *Moll Flanders*.)

The Most Terrible—Heathcliff (in Emily Brontë's *Wuthering Heights*.)

The Happiest—Jane Eyre (in Charlotte Brontë's *Jane Eyre*.)

The Most Tragic—Doctor Lydgate (in George Eliot's *Middlemarch*.)

The Most Unreal—Diana (in Meredith's *Diana of the Crossways*.)

The Most Humorous—Mr. Pickwick (in Dickens's *Pickwick Papers*.)

The Greatest Lover—Vanamee (in Norris's *The Octopus*.)

The Most Memorable Children—Miles and Flora (in James's *The Turn of the Screw*.)

The Most Pitiful—Kate Ede (in George Moore's *The Mummer's Wife*.)

The Greatest Hero—Peyroll (in Joseph Conrad's *The Rover*.)

C. T. LOGAN

## CONSOLATION AND INSPIRATION

TEACHING JUNIOR HIGH SCHOOL MATHEMATICS, by Harry C. Barker. Boston: Houghton Mifflin Company. 1924. Pp. 137. \$1.20.

Since the time has come when school systems must give heed to the reorganization of mathematics, the viewpoint set forth here is both a consolation and an inspira-

tion. The teacher who prides himself on conservatism finds in it only reasonable modifications of his honored curricula, while the one who dashes into new fields with zest and intrepidity feels in these pages sympathy and encouragement. Very deliberately and logically arithmetic is shorn of many of its hours, while algebra and geometry are cut to fit into the time so that a pattern of mathematics, perfectly suited both to vocations and college, becomes the possession of the pupil.

Pages 90, 91, and 92 are given to an expression of the pupil's attitude, supposedly by a pupil. His enthusiasm for the new course of study for the junior high school mathematics is endorsement enough.

ETHEL SPILMAN

## SOME TESTS FOR THE MEASUREMENT OF INTELLIGENCE

THE MILLER MENTAL ABILITY TEST, by W. S. Miller. New York: World Book Co.

This is a test for measuring the intelligence of high school pupils, but may be used as low as the seventh grade. It is a result of six years of experimentation in individual and group examination of high school pupils, having been given to over 6,000 high school pupils to establish standards. It has been used four years as a basis for classifying entering pupils in the University of Minnesota High School; its value as a basis for predicting success in high school work has been clearly shown.

Test I is a combination of the disarranged sentence test and the directions test, and eliminates the element of guessing which characterizes so many disarranged sentence tests. The items are arranged in the order of their difficulty.

Test II is a controlled-association test which also serves as a vocabulary test of 200 words arranged in the order of difficulty.

Test III is an analogy test consisting of forty judgments.



While there is a time set for each test, it is a liberal one and ought not to enter into the results greatly. The time necessary to give the test should not be more than one-half hour over all. A manual of directions and a key goes with the tests. There are two forms, A and B.

THE DEARBORN GROUP TESTS OF INTELLIGENCE, by Walter F. Dearborn. Philadelphia: J. B. Lippincott Co.

These tests are arranged in two series: Series I is designed for use in grades I to III inclusive and Series II for grades IV to XII inclusive. Each series is divided into two examinations to be given a few days apart, the sum of the credits on the two examinations being the pupil's score.

The title of each examination is Games and Picture Puzzles. They consist largely of pictures which have things to be done to them, test the child on analogy, sequence, vocabulary and ability to follow directions. They also measure judgment.

An advantage is that the child's ability to read is not a factor of influence in the result.

CLYDE P. SHORTS

### BRIEF REVIEWS

EXERCISES IN BOOKKEEPING AND BUSINESS PROBLEMS, by Harold E. Cowan and Harold W. Loker. Boston: Ginn and Company. 1924. Pp. 196. 60 cents.

Sixty-two exercises with numerous worksheets, bound in a pad, perforated. The exercises are designed for use in the first-year bookkeeping course, and offer a convenient and stimulating device to the teacher of bookkeeping.

THE JONES COMPLETE COURSE IN SPELLING, by W. Franklin Jones. Chicago: Hall & McCreary Company. 1924. Pp. 227.

The latest volume in the series of Jones spelling books contains work for years two to eight in the graded school. Novel devices include pictures for self-dictated words, and words with one letter omitted. The author has provided a number of "contextual drills," in which the words are used in sentences. This is a very complete piece of work in the spelling field, and seems to point to an improved spelling standard among school children.

WHAT IS AMERICANISM? by G. M. Wilson. New York: Silver, Burdett and Company. 1924. Pp. 330.

Designed to "put real meat and substance into the outlines of history," this volume offers not

preachments on Americanism, but rather the actual words of the makers of our history. In addition to speeches and messages by all our presidents since Garfield, there are sections of the book presenting the ideals of the founders—Webster, Jackson, Adams, Marshall, Jefferson, Hamilton, Washington, Henry—and the ideals of later statesmen and leaders—Lane, Gompers, Mrs. Catt, President Eliot, Grady, Emerson, Franklin. Between the prose selections are interspersed patriotic poems.

DYNAMICS OF TEACHING, by Henry Edward Thralle. New York: George H. Doran. 1924. Pp. 190. \$1.60.

By emphasizing the dynamics of teaching, the author makes the teaching profession seem vital and real. The book is simple, untechnical, inspiring. Every teacher in service as well as those anticipating teaching will find profit in this volume.

THE SLIDE RULE, by H. T. Erickson. Milwaukee, Wis.: The Bruce Publishing Co. 1924. Pp. 32. Paper cover. 32 cents.

Slide rule fundamentals for drafting students.

WOOD-FINISHING, by Harry R. Jeffrey, Peoria, Ill.: The Manual Arts Press. 1924. Pp. 177. \$1.50.

Underlying the author's treatment is the conception that wood-finishing is a fine art; that something beautiful must be created as well as something practical. A textbook for the school shop. The more important processes are illustrated by photographs.

## NEWS OF THE COLLEGE AND ITS ALUMNAE

### NEWS OF THE CAMPUS

Not until March 14 was the basketball season closed, this lone March game being played at Farmville. A 24-17 victory for Harrisonburg, although the third quarter had ended with Farmville one point ahead, the score standing at 15-16, made the perfect "happy ending."

For two seasons the Harrisonburg tossers have played a consistently strong game, winning 14 out of the 17 games played and tying one game. Scores for the past season were as follows:

H. T. C.	Opponents
28—	Bridgewater College ..... 3
49—	Bridgewater College ..... 15
38—	Farmville Teachers College ..... 19
24—	Radford Teachers College ..... 24
38—	Roanoke Y. W. C. A. .... 19
5—	Radford Teachers College ..... 22
16—	Peabody Teachers College ..... 21
39—	Tennessee University ..... 18
24—	Farmville Teachers College ..... 17

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While the Star-Daughters were rounding out the season at Farmville, the Junior Minstrels held forth in Sheldon Hall with "Monk" Clark as interlocutor, "Loo" Seeger, "Jimmie" Johnston, "Genesis" Dold, "Saw" Mills, "Sambo" Drewry, and "Al" Fitzhugh as end men. The class of 1926 has established a sort of tradition that it will present a minstrel show each year, and their quality has always been high. This year's was no exception.

A week earlier Frances Clark had starred as William Sylvanus Baxter in the Stratford Dramatic Club's presentation of "Seventeen" at Assembly Hall. Tarkington's comedy of adolescence, presented with unsparing attention to detail, made a hit with a large audience. It was one of the most successful plays the Stratfords have ever put on, vying with the excellently-done "Little Women" of last year.

And the night before "Seventeen," the student body had all made a bee-line for the New Virginia Theatre, where John Powell gave a delightful concert. His numbers, chosen largely from Beethoven, Chopin, and Liszt, also included to the delight of his audience his own composition, "The Banjo Picker." After the concert, the Aeolian Music Club entertained the famous pianist at a reception in Alumnæ Hall.

Less memorable, no doubt, but also enjoyable were other musical entertainments during the month. For instance, there was the initial program of the College Orchestra, which under Miss Trappe's direction played several numbers at assembly the morning of March 6. And, by way of auspiciously beginning a series of musical programs, Dr. Henry A. Converse had regaled the student-body with songs to guitar accompaniment on March 2. A joint recital, consisting of violin, piano, vocal, and expression selections, was unusually good the evening of March 10.

Election of Y. W. C. A. officers for the year beginning with the third quarter was

held March 10. Thelma Taylor, of Lynchburg, was chosen president, with other choices as follows: Doris Persinger, of Salem, vice-president; Virginia Jackson, Lynchburg, secretary; Marian Travis, Danville, treasurer; Janie Harrison, of Cartersville, undergraduate representative.

Dr. E. A. Winship, editor of the *Journal of Education*, was a distinguished visitor to the campus, speaking at assembly the morning of March 16. Urging that schools are for children rather than children for the schools, Dr. Winship spoke in trenchant fashion of some of our usual shortcomings as teachers. Modern instances and casual incidents were cited tellingly to illustrate his theme.

On March 17, perhaps to commemorate the "wearing of the green," the Freshman class signed its declaration of independence. It took the upper classmen somewhat by surprise to have their slumber disturbed early that morning, to see the "freshies" actually organized in phalanxes, marching about the campus, heads erect, to hear them singing self-assertive songs. Upper classmen ordered freshmen to assemble in the dining-room at six o'clock. Flagrantly ignoring all orders, the freshmen again paraded. But peace was restored when they had entered the dining-room, followed by sophomores, juniors, seniors, stalking slowly to a dead march, mournful over the lost freshness of the freshmen.

This merry relaxation prepared the way for two strenuous days of examination, March 18 and 19. Then came a holiday. Numbers of students went on outings, still more stayed on the campus, but the bulk of the student-body paid a visit "home." Big buses crammed with girls and surmounted with great pyramids of suit-cases rolled north to Winchester, east to Elkton, south to Staunton and to Roanoke.

Convocation exercises for the third quarter were held Monday morning, March 23.



Miss Lida Lee Tall, president of the State Normal School at Towson, Maryland, was the speaker. "Who should teach?" she asked. Only those who are curious and mindful of the untapped resources of a child's original nature; who love children and children's behavior, who believe that all children if given the right education will develop towards "supermen"; who believe that teaching is "the great adventure."

At assembly in addition to programs already mentioned there have been Mr. Dingleline's résumé of the political results of the last election, the Lanier Society's program on the Pulitzer prizes, a pleasing disquisition on "Hard Luck" by the Rev. James Witherspoon, of the Harrisonburg Presbyterian Church—the morning of Friday the 13th, talks by Dr. John W. Wayland first on the Valley campaigns of Jackson and again on the literary traditions of the Shenandoah Valley.

President S. P. Duke, who was called to New York for a conference with Dean Russell and a group of leaders representing Eastern teacher-training institutions, met during his brief stay various members and former members of the Harrisonburg faculty at a tea at Miss Grace McGuire's apartment. Miss Edna Gleason, Miss Myrtle Wilson, Miss Frances Mackey, and Miss Georgiana Stephenson, former principal of the Waterman School, Harrisonburg, were in the group. Miss Louise Franke and Miss Carolyn McMullan, although in the city, were unable to be present.

Announcement by the Placement Committee shows that all of the girls who completed their work in December last were able to find positions immediately. Ruth Bransford is now teaching in a rural school at Clifffield; Gladys Brubaker is teaching part-time in the primary grades in Harrisonburg, going on with her studies at the College; Annie Camper is teaching a seventh grade at Pocahontas; Alma F. Hodges is a substitute teacher for the primary

grades in Roanoke; Hattie Lifsey is teaching a first grade at Holland; Agnes Nunnally is in the grammar grades at Petersburg; Lucy Raines is a primary teacher at Schoolfield; and Clara Rush has a one-room school at Ninevah.

Recent elections on the campus include the officers for the literary and dramatic societies for the third quarter. The results are as follows:

*Lanier Literary Society*—Constance Cleek, Warm Springs, president; Gilbert Dye, Portsmouth, vice-president; Virginia Jackson, Lynchburg, secretary; Louise Reaves, South Boston, treasurer; Elizabeth Rolston, Mt. Clinton, critic; Elizabeth Sparrow, Wilmington, N. C., chairman of program committee.

*Lee Literary Society*—Emma Dold, Buena Vista, president; Mary Warren, Norfolk, vice-president; Lorraine Gentis, Norfolk, secretary; Blanche Rosser, Rustburg, treasurer; Sue Kelly, Hampton, critic; Sadie Harrison, Herndon, sergeant-at-arms; Hilda Blue, Charlottesville, chairman of program committee.

*Page Literary Society*—Courtney Garland, Chase City, president; Alene Alphin, Lexington, vice-president; Evelyn Snapp, Elkton, secretary; Electa Stomback, Luray, treasurer; Katie Sebrell, Portsmouth, critic; Alethea Adkins, Norfolk, sergeant-at-arms; Ruth Wright, Norfolk, chairman of program committee.

*Alpha Literary Society*—Frances Clark, Danville, president; Louise Persinger, Salem, secretary; Elizabeth Rolston, Mt. Clinton, treasurer.

*Stratford Dramatic Club*—Mattie Fitzhugh, Fishersville, president; Alene Alphin, Lexington, vice-president; Frances Clark, Danville, secretary; Elizabeth Rolston, Mt. Clinton, business manager.

#### ALUMNAE NOTES

Nora Crickenberger, Carolyn Wine, and Elizabeth Harley are teaching at Bassett, Va. "River Ripples," their school paper, is one good evidence that things are moving along progressive lines in their school.

Ethel Craun writes from North River requesting subjects suitable for essays and orations in high school.

Elizabeth Hardy is teaching at Schoolfield, Va., and is keeping up with the best things in the profession. She has our best wishes.

Maude Lee has been a teacher at The Plains during the past five or six years. This year she is principal of the school.



Lottie B. Lackey writes from Covesville in Albemarle County, where she is doing good work as a teacher and community leader.

Ruth Spraker sends a good word from Crockett, in Wythe County. She evidently is making a fine record there.

B. V. Cogle's address is 1215 Melville Street, Petersburg. Her interesting letter of recent date shows that she is enjoying her work as a teacher.

A. May Matthews heads her letter at Temperanceville, Va. She has our best wishes for continued success.

Anna Holland is doing good work in a rural school near Glasgow, in Rockbridge County.

Charlotte Lawson will be remembered by many of our students and teachers as one of the girls who helped to give character and charm to Blue-Stone Hill traditions in the years of fruitful beginnings. She writes from her home in Lynchburg (1102 Clay Street) and gives evidence that she still thinks of us now and then.

Estelle B. Price writes from Madisonville, Charlotte County, where she is doing a fine work.

Mrs. D. F. St. Clair is principal of the school at Glen Allen, Va. She recalls her work at Harrisonburg with pleasure.

M. Janey Gee is teaching near Kenbridge in Lunenburg County. She is looking hopefully ahead in her profession.

Bess Rucker was married on February 28 to Mr. Thomas J. Smart at Hampden-Sidney. On March 15 they were first at home at 1018 Kentucky Street, Lawrence, Kans.

Gertrude B. Jones was married on March 14 at her home in Danville to Mr. Holt Bradley.

Eleanor Sublett (Mrs. Catlin) sends a very cordial message from Fort Eustis. All her friends at Blue-Stone Hill remember her with pleasure.

Miss Grace McGuire, writing from 4 West 93d Street, New York City, date of March 10, says: "Night before last I entertained a number of former Harrisonburg teachers: Misses Mackey, Franke, Wilson, Stephenson, and Gleason. The three last mentioned are studying at Columbia."

Mary Wallace Buck (Mrs. George D. Rowe) writes Miss Cleveland from her home at 2612 N. Charles Street, Baltimore, and gives some interesting glimpses of herself and other alumnæ. Inasmuch as we all love to hear Mary Wallace talk, let her own words speak:

"I often see Alpha Holcombe Jones, and enjoy talking over our friends from Blue Stone Hill, to say nothing of comparing notes on babies. Her two and my one are most absorbing, and each of us thinks our own the sweetest one yet. I have discovered a few other Harrisonburg girls in town here: Winnifred Simpson (Yarborough), Frieda Atwood (Johnston), and Suzanne Foster, who was there in more recent years. We have thought of organizing an alumnæ chapter here."

Following are the names of Harrisonburg girls that the College Glee Club saw on their recent trip to Tidewater.

These *Norfolk* girls gave a supper: Louise Shumadine, Annabel Dodson (formerly a resident of Norfolk, who came down from Baltimore), Lucille Murray, Winifred Williams, Gladys Gwynn, Marjorie Ober, Vernice Miller, Mrs. Helen Tatem Rogers, Mina Jordan, Virginia Simpson, Lena Hitchings, Minnie Louise Haycox, Winifred Banks, Corinne Evans, Nancy Baker, Kathryn Duncan, Anna Forsberg.

*Newport News* girls: Mrs. Andrews (Maude Evans), Mrs. H. T. Stinson (Inez Marable), Mrs. H. W. Chandler (Susie Marks), Anna Cameron, Mrs. H. G. Smith (Allene Sinton), Mildred Morecock, Mary Hess, Elizabeth Buchanan, Mae Vaughan, Mrs. Rangely (Alese Charles), Louise Moore, Rachel Griffin, Pauline Miley, Helen Smith.

Other *Norfolk* Alumnæ who saw the Glee Club Girls, but who were not at the supper: Virginia Seeger, Alice Watts, Sarah Wilson, Mrs. Gaston, (Violet Keefe), Grace White, Margaret Gill.

*Portsmouth* girls were: Carrie Bishop, Jennie Brett, Elizabeth Thomas, Alberta Rodes, Mary Sturtevant, Mary Alice Woodward, Delia Leigh,



Hattie Jacobson, Frances Tabb, Sarah Tabb, and Helen Acton.

In addition Mildred Morecock gave a tea and Anna Cameron a dance in honor of the Glee Club girls.

#### CHICAGO SALARIES

Superintendent William McAndrew has recommended the following salary schedule to the Chicago Board of Education:

Position	Minimum	Maximum
Elementary Teachers.....	\$ 1,500	\$ 3,250
Jr. H. S. Teachers .....	1,800	4,100
Sr. H. S. Teachers .....	2,000	4,700
Teacher Clerks .....	1,500	2,500
Elementary Principals .....	4,000	6,500
Jr. H. S. Principals .....	4,250	6,500
Sr. H. S. Principals .....	5,000	7,500
Sr. and Jr. Assistants .....	2,100	5,200
Directors .....	6,000	6,000
Asst. Directors .....	3,400	5,000
Dist. Superintendents .....	8,000	8,000
Asst. Superintendents .....	10,000	10,000
Supt. of Schools .....	15,000	15,000

#### OUR CONTRIBUTORS

J. RUSSELL SMITH is professor of economic geography in Columbia University. His contributions on the psychology of geography-teaching follows upon "Geography and the Higher Citizenship," published in our last issue.

JOHN N. McILWRAITH is professor of history in the State Teachers College at Harrisonburg. Mr. McIlwraith has done work in Harvard and Columbia, his graduate study being chiefly at the latter institution.

FRANCES HANBURY, OLIVE M. FLORY, and ETHEL HOLLAR are all three students in the State Teachers College at Harrisonburg. Miss Hanbury's teaching was done under the supervision of Miss Katie Lee Rolston, Miss Flory taught under the supervision of Miss Mary E. Cornell; and Miss Hollar had as her supervisor Miss Pamela Ish.

H. AUGUSTUS MILLER is president of the English Section of the State Teachers Association, now holding that office for a second term. Mr. Miller is head of the English department of the Petersburg High School and principal of the Petersburg Night School.

JAMES M. GLASS is director of junior high schools for the state of Pennsylvania.

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## Winners in Our Contest

1. Miss Annabell Dodson, A2 Allston Apartments, Charles and 32d Street, Baltimore, Md.
2. Mrs. E. B. Coffman, Elkton, Va.
3. Miss Helen Norton, State Teachers College, Harrisonburg, Va.
4. Miss Bessie Scoggin, 137 Marshall Street, Petersburg, Va.
5. Miss Marguerite Finley, State Teachers College, Harrisonburg, Va.

### Solution of

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Mathematical Cross Word Puzzle

A free six-months' subscription to THE VIRGINIA TEACHER goes to each of the above readers of this magazine. They were the first five to submit correct solutions to the Mathematical Cross-Word Puzzle in the March issue.

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